



Week 3 Assignment

Overview

Your Week 3 assignment gives you the opportunity to interview leaders on your campus regarding technology integration and instructional leadership. It also gives you the opportunity to assess both yourself and your campus in terms of cultural proficiency.

Rubric

Use this rubric to guide your work on the Week 3 Assignment.

Tasks ↓	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.	Unacceptable No Response submitted.
Part 1 Technology Integration	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 2 Six Points of the Cultural Proficiency Continuum	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 3 Cultural Proficiency Receptivity Scale	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Part 4 Professional Development Rubric	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 5 Article Critique No. 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 6 HR Interview Preparation for Professional Development and Appraisal	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 7 Merit Pay Article Reflection	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Part 8 Leaders Wear Many Hats Activity	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
---	--	---	---	--

Week 3 Assignment, Part 1: Technology Integration

Use your observations, as well as interviews with school specialists (e.g., Human Resource or Personnel Department stakeholders), to answer the questions provided.

How is technology used in human resources and personnel? For example, are personnel postings online? Are applications online? Can principals or other appropriate personnel access applications and resumes of prospective candidates online?

Our human resources/personnel is all on line. Job postings are located off the main Highland Park ISD website under Personnel. Then the applicant would find the link to employment opportunities <http://www.hpisd.org/Default.aspx?tabid=340>. This site directs applicants towards the procedures for online applications. After applicants apply online they upload a letter of interest, resume, and three letters of recommendation. [Click HERE for online application and to view employment](#). Any teacher who begins employment with HPISD without a Master's Degree shall be responsible for completing their degree within six years after beginning employment in accordance with Board Policy DMC (LOCAL).

Every applicant must submit their information through our district site called "Winocular" where every candidate receives a "member comparison." All this information is gathered through this site and is not housed in district but through the Winocular website. The district goes through a screening process for all applications. Top five candidates for each position are decided through specific areas such as experience, early reference screening, and job match. Principals can access the Winocular site for information entered or uploaded by applicants. Once the candidates go through campus interview process, and person to be hired is decided, the campus must then go through the Personnel Department. The newly recruited person must go through background criminal check, fingerprinting, etc.

In assisting teachers and administrators, how has technology been used in the following areas:

- Improving teacher and administrator planning and accountability;
- Accessing student records when legally appropriate;
- Reviewing campus accountability indicators, such as individual student academic performance on state tests and benchmarks;
- Planning and implementing individualized graduation plans for students;
- Communicating with staff, students and parents.

- Improving teacher and administrator planning and accountability
 - i. Teachers on my campus are required to attend at least seven hours of on campus technology professional development. The principal is extremely supportive of teachers becoming 21st century educators and stresses the importance of technology professional development. All teachers must submit their weekly lesson plans through our campus network. All teachers must keep an updated website for communication with parents.

- Accessing student records when legally appropriate
 - i. Different departments have access to different methods of record keeping. For the average classroom teacher, they have access to our Skyward student information system. This system gives teachers information on areas covered by PEIMS. Our special education students have more in-depth records housed in a different system. Usually the special education staff has access to those records and are very happy to share pertinent information concerning student records if a teacher has an academic need for the information.
- Reviewing campus accountability indicators, such as individual student academic performance on state tests and benchmarks;
 - i. Our second grade students through our fourth grade students on my campus take benchmark tests through MAPs (Measures of Academic Progress). Teachers run reports for data driven decision making utilizing those informative results. The principal also hold teachers accountable for annual year of growth through those benchmarks taken through MAPs.
- Planning and implementing individualized graduation plans for students;
 - i. We use Skyward to track graduation requirements for all students. For our special populations the high school team uses Eduphoria Forms and Adobe Professional to track educational progress.
- Communicating with staff, students and parents.
 - i. At all levels (elementary through high school) our district utilizes technology for communication. At the district level, they use email as a major form of communication through which they send out mass emails once a week for public relations as well as communicating events. The district website also posts each of these emails in an announcement section of the HPISD website.
 - ii. At my campus we utilize the same emailing system. We also use Twitter to publicize events and special happenings on our campus. Our campus website is an important area for communication. Our home page dictates campus events and teacher web pages communicate specific events happening in classrooms.

What professional or staff development has been provided for professional staff (e.g., teachers and administrators) in the area of using and implementing technology?

Every campus has a full time integration teacher called a Campus Instructional Technologist (CIT). The CIT helps teachers with their implementation of technology during teacher conference times, after school, before school, and during staff development times. My campus also requires staff to have an additional seven hours of after school integration training every year. The CIT has master teachers showcase the innovative technology and teach participants

their uses. Teachers choose the sessions they wish to attend but must have at least seven hours of those sessions before the end of the school year.

Also, part of the SDAS on our campus requires teachers to go through summer professional development in the area of technology.

Also, every year our district utilizes one professional development day to technology implementation. Our main model for all staff development sessions must encompass some technology or it is not considered adequate. Our campus is very mindful of being 21st century educators for our 21st century students.

What technology improvements are still needed to improve human resource development?

My campus has a technology “vision” which is revised every 4-5 years. Unfortunately, our district does not have a vision that specifically addresses technology. I believe the reason we do not have district technology vision is due to each campus having to raise its own funds for the purchase of technology. Unlike most districts, a very miniscule amount of our tax revenue gets repurposed due to Robin Hood. As of last year, \$1 Billion were repurposed. Each campus is in charge of raising money to spend on anything from copy paper to computer lab. For this reason, I think our district does not feel it has the “right” to tell each campus what they need to do and how to spend their money.

Week 3 Assignment, Part 2: Six Points of the Cultural Proficiency Continuum

Review the six stages of cultural proficiency listed below. Using interviews or observations from your workplace field experiences, give at least one example of actions that might fit into each of the stages of the continuum. Some examples are given, and you may build on those experiences or indicate if interviews confirmed the given examples.

Cultural Destructiveness	Cultural Blindness	Cultural Competence
Cultural Incapacity	Cultural Precompetence	Cultural Proficiency

The stages of the continuum are described as follow:

Cultural destructiveness: sees the difference, attempt to destroy it; (example might be genocide against specific groups).

Cultural incapacity: sees the difference, make it wrong; (example might be labeling certain groups as evil).

Cultural blindness: sees the difference, act like you don't; (example might be “I don't see any differences in my students, and therefore I am treating all of those special education kids just like everyone else”).

Cultural precompetence: see the difference, respond inappropriately; (example might be “Oh I have some of those students with special needs, they all need to be exempt from TAKS”).

Cultural competence: sees the difference, understand the importance of difference; (example: we have so many students from such diverse backgrounds, we need to have more professional development to better understand the differences).

Cultural proficiency: sees the difference, respond effectively by promoting cultural competence. (example: we have really improved our campus improvement plan by including programs to promote cultural proficiency).

EDLD 5345 Human Resource Management
Leanne Knight ET8025

Describe an action that represents the *cultural destructiveness* stage of the continuum.

Having policies of students speaking English only on campus. Believing that students should only speak English is destructive. Not translating important communication for parents who speak another language.

Describe an action that represents the *cultural incapacity* stage of the continuum.

The belief that all ESL students bring the TAKS scores down and can never learn at the rate of fluent English speaking students.

Describe an action that represents the *cultural blindness* stage of the continuum.

When a teacher will not give extra tutoring to a student who comes from an economically disadvantaged home.

Describe an action that represents the *cultural precompetence* stage of the continuum.

Teaching about famous African Americans during Black History month only.

Describe an action that represents the *cultural competence* stage of the continuum.

Valuing diversity in the classroom.

Describe an action that represents the *cultural proficiency* stage of the continuum.

Recognizing that boys and girls appreciate different genres of books. If the boys start having trouble with their reading consider adding more non-fiction to the books available.

Alert: Please look in the Resource Section and locate the Mediation Report Form. In Week 5, you will be asked to report on a mediation based on some type of conflict you may have identified in this activity.

Week 3 Assignment, Part 3: Cultural Proficiency Receptivity Scale

For the next portion of this week's assignment, complete the Cultural Proficiency Receptivity Scale presented below. For each item, bold the number to which your feelings on the issue correspond using the scale.

EDLD 5345 Human Resource Management
Leanne Knight ET8025

1. I believe that all children and youth learn successfully when informed and caring teachers assist them and make sufficient resources available to them.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. I want to do whatever is necessary to ensure that the students for whom I am responsible are well-educated and successful learners.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I am committed to creating both an educational environment and learning experiences for our students that honor and respect who they are.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. I am willing to ask myself uncomfortable questions about racism, cultural preferences, and insufficient learning conditions and resources that are obstacles to learning for many students.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I am willing to ask questions about racism, cultural preferences, and insufficient learning conditions and resources that may be uncomfortable for others in my school or district.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I believe that all students benefit from educational practices that engage them in learning about their cultural heritage and understanding their cultural background.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. I believe that all students benefit from educational practices that provide them with hope, direction, and preparation for their future lives.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. It is important to know how well our district serves the various cultural and ethnic communities represented in our schools, and it is also important to understand how well served they feel by the educational practices in our schools.

Strongly Disagree

Agree

Strongly Agree

EDLD 5345 Human Resource Management
Leanne Knight ET8025

1	2	3	4	5	6	7
---	---	---	---	---	---	---

9. It is important to know how the various cultural and ethnic communities represented in our schools view me as an educational leader and to understand how well my leadership serves their expectations.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. Our district and schools are successful only when all subgroups are improving academically and socially.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

11. Cultural discomfort and disagreements are normal occurrences in a diverse society such as ours and are parts of everyday interactions.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

12. I believe that lack of cultural understanding and historic distrust can result in cultural discomfort and disagreements.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

13. I believe we can learn about and implement diverse and improved instructional practices that will effectively serve all our students.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

14. I believe we can use disaggregated data to understand more precisely the achievement status of all students in our schools, and that we can use that information to identify and implement effective instructional practices for each of them.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

15. As a leader, it is important for me to be able to communicate across cultures and to facilitate communication among diverse cultural groups.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
---	---	---	---	---	---	---

In the space below, write a brief reflection on your responses to the survey. What do you feel your responses tell you about yourself and your preparedness as an aspiring administrator?

I found it hard to be a "7" in all areas when the school I work at now is more than 95% Caucasian without any economically disadvantaged students. I cannot say as a leader I would stress too many cultural differences at our school due to the fact that celebrating differences is quite different than making a student feel like they are singularly chosen due to their ethnicity. Too many of the questions on the survey revolve around the assumption that I work at an ethnically diverse school, but I do not. I may agree with the survey question but cannot say that I would be seen as promoting something that is not present at my school.

Week 3 Assignment, Part 4: Professional Development Rubric

Review your responses to the Cultural Proficiency Receptivity Scale survey. Then, examine the comprehensive matrix, Cultural Proficiency Professional Development Rubric, located in your Resources section. Use the rubric to assess the level of professional development on your campus or workplace. From the Professional Development Rubric, identify and describe where and how your campus has responded to each of the elements of Cultural Proficiency.

Assessing cultural knowledge – Where on the CP Continuum does your campus or workplace fall? Give example(s) to support this identification.

I am under the assumption that my school would fall under cultural blindness. It states, "Professional learning provides common approaches that avoid issues related to cultural identity believed to be beneficial to all students." During professional development we are taught methods of working with students but cultural differences are never at the forefront. It is believed the ESL teacher will implement all culturally beneficial activities with her students. For teachers who are considered "homeroom" teachers, cultural differences are not addressed in

professional development. I think I have only seen a few classes a year for the entire district but they are courses purely voluntary.

Valuing diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Again, I see my campus as culturally blind since it states, “Professional learning opportunities promote one approach to meet the needs of all student.” Since we have very few cultural differences between our students, those few students who do come from a different background are not celebrated. The professional development offered is similar since it rarely, if ever, addresses how to teach students differently. We are taught differentiation but that is not due to cultural differences. My academic leader works off of data not cultural differences. All decisions must be based on tangible and documentable data.

Managing the dynamics of difference? – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Cultural blindness is a common thread on my campus. For managing the dynamics of difference, my campus definitely utilizes, “professional learning and meetings (to) advocate topics and processes that promote the common good, and consensus is favored when conflict arises.” I rarely see conflict arising since we do not have very many students of a diverse background.

Adapting to diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

My campus is culturally blind when adapting to diversity. The only time we cover any cultural differences is when we have our annual International Days fair at our school which is a local requirement. We have parent volunteers who host and implement the fair on campus. There is no professional development offered but teachers are expected to take their students in a rotational manner through the different booths. None of the teacher professional development works on cultural differences.

Institutionalizing cultural knowledge – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Under Institutionalized cultural knowledge, I think my campus ranks as cultural incapacity since, “Professional learning opportunities that reinforce values and policies ensuring assimilation are applied in classrooms and schools.” Teachers who have students who are part of ESL assume the student should work at grade level in all subject areas. They think that the children of other languages should be in ESL or learn to become absorbed by the classroom.

Review your score on the Cultural Proficiency Receptivity Scale and describe what areas, if any, you need to address in order to be a more culturally proficient leader.

My beliefs and my campus beliefs are completely different. I taught for my first eleven years in ESL/Bilingual Title 1 schools. I now work at a school that is over 95% Caucasian, no economically disadvantaged students, and ranks extremely high on TAKS every year. Since there are no problems seen through our data then the leadership does not see any reason to implement any changes to the system. On the other hand, I see the small 5% of students who come from other backgrounds and realize we are giving them a disservice. We must encourage all students to understand each other since our 95% will work in a diverse workplace. We must equip them all with the skills to work with others outside their cultural schemata.

I scored myself as knowing the importance of cultural receptiveness but score my school as blind to most cultural differences. I cannot fault my school for not spending a lot of time on cultural differences when we truly do not have many differences. But, I believe the students need to understand that the world is built around many different cultures and that they will work in a culturally diverse place of work.

Week 3 Assignment, Part 5: Article Critique No. 1

Your assigned readings for this week included the following article:

Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). Cultural proficiency: Tools for secondary school administrators. *National Association of Secondary School Principals: NASSP Principal Leadership*, 8(1), 16-22.

Critique the article using the questions below.

Briefly summarize key points from the reading.

"Schools must change-not because they are broken, but because they must respond to demographic shifts in society that have caused major changes in the student populations and in the needs of the students' families" (Nuri-Robins, Terrel, and Lindsey, 2007, pg. 18). Cultural proficiency is extremely important to students and their families. There are four essential elements in creating cultural proficiency, "Guiding principles, continuum, essential elements, and barriers" (Nuri-Robins, Terrel, and Lindsey, 2007, pg. 18). Guiding principles are the central values inherent in cultural proficiency. The continuum encompasses cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence, and cultural proficiency. Essential Elements are associated with cultural competence on the continuum. Cultural proficiencies does have barriers. "They must be systemic, be based on values, or be tied to past experiences" (Nuri-Robins, Terrel, and Lindsey, 2007, pg. 19).

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

Competency 3

5. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

Competency 5

3. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.

6. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

As a leader, diversity must be viewed in a positive manner and not as a problem. "Shift your thinking. Diversity is not the problem. How you respond-or do not respond-to diversity is what becomes problematic" (Nuri-Robins, Terrel, and Lindsey, 2007, pg. 19). If cultural differences is integrated throughout a school and teachers receive professional devilmment then, the concept of cultural proficiency does not become a problem.

Additional comments/recommendations.

I feel like I need to address cultural proficiency with my current administrator. Having an International Fair once a year does not establish a positive cultural response. We must help our students to understand the importance of valuing other cultures especially since our students will work in a culturally diverse society.

Week 3 Assignment, Part 6: HR Interview Preparation for Professional Development and Appraisal

For this portion of your assignment, you will interview campus administrators regarding professional development and appraisal. Your Week 3 lecture emphasized how 21st century leadership is moving from traditional "boss" roles to that of "instructional leaders," who engage in effective conversations about improving learner-centered classrooms and create campuses that are focused on high expectations and success for all.

In preparing to interview campus administrators, review the recommended trends described in Part 4 of your Week 3 lecture. When you interview the administrator(s) try to determine if they are implementing the "increase" areas and the "moving to" areas described in the lecture.

Identify the person(s) you chose to interview for this assignment by providing information such as their titles, number of years at your school, and years of experience as a school administrator.

I chose to interview Robert Harris. He has been in education for fifteen years with nine of those years in an administrative position. He has worked as Highland Park's Administrator of Instructional Technology for seven years. Our district utilizes SDAS instead of PDAS. As an administrator, Mr. Harris creates an individual plan for his educational goals. He chooses two to three goals that connect to the bigger picture of Highland Park. He aligns goals to professional development days. These are tools to help Mr. Harris grow in his field but unfortunately do not always coincide in this manner. He thinks it is important that the district have a rubric of how the district is doing. He feels we sometimes get static and we must work to create a dynamic educational system. Mr. Harris stated that on the SDAS he identify his areas of strengths and weaknesses. It is important to know the places that need work and the areas that are done well.

As a technology administrator he feels he needs to help teachers see the importance of 21st century learning and teaching. He finds it a challenge to assist in buy in for 21st century. He said it is extremely difficult to get “buy in” from Food Services because they are not always at forefront. He could help them find opportunities to run applications to better use the tools to help job performance. He also feels it is important to assist in getting additional skills.

The Highland Park ISD Human Resource department understands global marketplace since our students will be in that area. Mr. Harris expressed that it is hard to know what our students will need in a global marketplace. It is difficult to know how to prepare students with skills that are foundational in nature and to build upon those with experience and a wide variety of cultural experiences to give skills set to be contenders. We want to do due diligences but hard when you are guessing what the skill sets our students need for their future.

Mr. Harris expressed that understanding the underpinning of everything we do and how we are connected will maximize output and performance on a day to day basis. It is important to create a culture of security and safety so that risk taking is okay and part of the learning process.

Mr. Harris expressed that he is not a boss but an instructional leader. He attempt to mirror the Campus Instruction Technology (CIT) team but as an administrator. CIT's have a campus they are responsible in assisting whereas Mr. Harris is responsible for the administration. He designs and plans, as well as doing. There is partnership. It is not just one sole person in charge but a more collaborative entity. Participating in mutual collaboration is modeling what our students will have to do with their growth and learning journey.

In the space below, post reflections from your interviews. What did the individuals you interviewed tell you about their roles as instructional leaders? Do their views reflect the trends recommended in your lecture?

Mr. Harris is definitely at the forefront of current educational trends. He understands that teachers and students need to move to a 21st Century Model of education. He also sees the importance of learner centered instruction as well as appropriate adult education models. Mr. Harris expressed that it is not always easy to get “buy in” from everyone but that you work towards getting everyone understand the main goals. It is important thought to be an advocate of specific educational goals. We need to insure we are creating an atmosphere that benefits our students. As we learned in our lecture concerning Domain II especially under Competency 005, Instructional Leadership encompasses a large portion of an administrator’s time and energy.

Week 3 Assignment, Part 7: Merit Pay Article Reflection

Your readings this week included the following articles:

American Association of School Administrators. Hot topic: Merit pay. Retrieved October 26, 2008 from <http://www.aasa.org/content.cfm?ItemNumber=8207>.

Ramirez, A. (2002). Why merit pay for teachers doesn't work. *National Association of Elementary School Principals: NAESP Principal*, 21(1), 5-6.

In the space below, write a reflection regarding how you might apply what you learned about merit pay and other incentive proposals. Be sure to identify the pros and cons of merit pay and then describe how you might apply what you learned.

Teachers need incentives. Too often teachers must keep themselves excited about their job. If corporate America did not utilize incentives, then our work force would drag. Teachers on the other hand are expected to mold the future and may receive a pat on the back for a job well done. Private schools have been rewarding excellence for years, but, for the most part public schools are under too much scrutiny to even consider merit pay. Merit pay does work as Denver Public Schools have seen through their successful pilot program. Our society rewards excellence so shouldn't teachers also receive a reward when they have done a good job? The problems unfortunately lie in how to decide who receives the merit pay. Many think there is no adequate way to judge teacher performance. “Issues of subjectivity, competitiveness and unreliable assessments are common arguments against merit pay” (Ramirez, 2002, pg. 3). Every school district is different. My school district does not worry, per se, about students passing but wants students to get commended on TAKS. Whereas, Dallas ISD wants their students to pass. These two districts cannot possibly have the same criteria for merit pay if TAKS is used as criteria. Local school boards must have the ability to decide the criteria if merit pay is to truly be subjectable.

Week 3 Assignment, Part 8: Leaders Wear Many Hats Activity

For the portion of this week's assignment, complete the following "Leaders Wear Many Hats" matching activity based on your observations of leaders.

- | | |
|-----------------------------|--|
| ____ 5. ____ A. Counselor | 1. Has authority to direct, control, evaluate and judge performance of an individual. |
| ____ 6. ____ B. Facilitator | 2. One who teaches. Goal to extend knowledge and skills. Guides others to instructional outcomes. |
| ____ 8. ____ C. Advisor | 3. A trusted guide or tutor – transfers knowledge of law and rules along with procedures and philosophy. |
| ____ 1. ____ D. Supervisor | 4. Information specialist – delivers technical knowledge to others. |
| ____ 7. ____ E. Consultant | 5. Supports another person without judgment by asking open-ended questions and verbal probing. The other party is the primary focus. |
| ____ 4 ____ F. Presenter | 6. One who makes the process easier – guides the group through a process usually for decision-making. |
| ____ 3. ____ G. Mentor | 7. Looks for measurable aptitude and interest. Focused on past problems that need solutions – an expert who is called on to fix the problem. |
| ____ 2. ____ H. Coach | 8. An expert who provides the information to get the job done and/or identify the pitfalls and where they are. |

Review your matches and describe when you have had an opportunity to wear some of these hats or assume some of the roles. What have you learned from wearing multiple hats?

In my job as a technology integration specialist, I am called on for all of these hats. When I am doing professional development I am often wearing the "presenter" hat. Once the presentation is finished I try to "mentor" the teachers who need help with integration of technology. Often teachers feel threatened by technology or feel they are not knowledgeable enough to utilize technology effectively so I must become a counselor to those teachers.

E-portfolio assignment:

Complete "Domain II, Competency 6" Course-Embedded Internship Activity Log 4.

Continue to complete and post your completed Cultural Proficiency Receptivity Scale, your Cultural Proficiency Professional Development Rubric, and your campus' response to the elements of Cultural Proficiency, in the e-portfolio. All course-embedded and campus-

EDLD 5345 Human Resource Management
Leanne Knight ET8025

supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.